
Catholic District School Board Writing Partnership

Course Profile Religious Education

Grade 9
Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario

Acknowledgments

Catholic District School Board Writing Team – Religious Education, Open, Grade 9

Lead Board

Waterloo Catholic District School Board,
Robert Anderson, Manager

Course Profile Writing Team

Robert Anderson, Waterloo Catholic District School Board
Peter Bruder, Waterloo Catholic District School Board
Sandra Collins, Waterloo Catholic District School Board
Jim Deighan, Waterloo Catholic District School Board
Mary Gallo, Brant Haldimand Norfolk Catholic District School Board
Joni Grundy, Waterloo Catholic District School Board
Sue Morrison, Waterloo Catholic District School Board
Ann O'Donnell-Beckwith, Waterloo Catholic District School Board
Bruce Rodrigues, Waterloo Catholic District School Board
Carla Santomero, Waterloo Catholic District School Board

Catholic Curriculum Cooperative (Central and Western Ontario)

Institute for Catholic Education

Course Overview

Religious Education, Open, Grade 9

Identifying Information

School:

Department: Religion and Family Life

District:

Course Title: Be With Me: Called to Journey

Grade: 9

Course Type: Open

Ministry Course Code: HRE10

Secondary Policy Document: Religious Education

Publication Date: 1999

Credit Value: 1.0

Course Developer(s): Robert Anderson, Peter Bruder, Sandra Collins, Jim Deighan, Mary Gallo, Joni Grundy, Sue Morrison, Ann O'Donnell-Beckwith, Bruce Rodrigues, Carla Santomero

Development Date: March 4, 1999

Course Revisor(s): Robert Anderson, Peter Bruder, Sandra Collins, Jim Deighan, Mary Gallo, Joni Grundy, Sue Morrison, Ann O'Donnell-Beckwith, Bruce Rodrigues, Carla Santomero

Revision Date: March 25, 1999

Additional Codes:

Description/Rationale

The primary text for this course is *Be With Me*. Using the Christian metaphor of 'call' and the archetype of 'journey', this course invites students into a conversation between their own story and the lived story of the Christian community. With eyes of faith, students will gaze through a lens filtered by Scripture, Profession of Faith, Christian Moral Development, Prayer, Sacramental Life, and Family Life in order to examine the attitudes and actions that characterize the Christian life, particularly in the areas of interpersonal relationships and sexuality. Students develop their understanding of Gospel values while actively engaging in a variety of challenging educational activities.

How This Course Supports The Ontario Catholic School Graduate Expectations

The fundamental premise of this course is that both teacher and students are discerning believers formed in the Catholic faith community, intent on participating in the transformation of society. Understanding that the students operate from, and yearn to deepen, their already rich spirituality, this course encourages students to articulate their beliefs and continue to journey as reflective, creative thinkers. By raising important questions about their faith, this course leads students to a deeper understanding of their relationship with God and neighbour. This course calls students to be caring family members and responsible citizens who are capable of exercising prudent judgement based on an informed conscience. Then, working out of an informed conscience, students move toward responsible action based on the principles expressed in the Beatitudes.

Unit Titles

Unit 1	Called to Journey	13 hours
Unit 2	Called to Wholeness	18 hours
Unit 3	Called to Love	22 hours
Unit 4	Called to Freedom	19 hours
Unit 5	Called to Action	19 hours
Unit 6	Called to Transformation	19 hours

Unit Organization

Unit 1: Called to Journey

Time: 13 hours

Description

This unit serves as an introduction and foundation to the course. Through the use of the five strands—Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, and Family Life—students investigate what it means to be ‘called to journey’. Students are called to examine the past, called to be themselves, called to relationship, called to understand religious experience, called to understand the nature of moral decision making, called to break open God’s Word, and called to deepen their relationships with God and others through prayer.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1f, 1g, 1i, 2b, 3d, 6b, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: PFV.02, PFV.05, PFV.09, PFV.06, PSV.09, PSV.01, PSV.02, PSV.03, FLV.01, FLV.02, FLV.11, FLV.06, FLV.07, FLV.05, FLV.12, FLV.09, SCV.04, SCV.01, MDV.09, MDV.04, MDV.01.

Specific Expectations: SC1.02B, SC1.03B, SC1.04B, SC1.06B, SC4.01B, PF3.02B, PF4.01B, MD2.06B, MD2.03B, MD1.03B, MD2.02B, MD2.05B, MD1.02B, MD4.06B, MD4.01B, MD4.02B, PS1.03B, PS1.06B, PS3.01B, PS1.01B, PS3.02B, PS4.07B, PS1.06B, PS3.02B, FL2.01B, FL1.02B, FL1.06B, FL1.01B, FL2.04, FL2.03B, FL1.03B.

Unit 2: Called to Wholeness

Time: 18 hours

Description

This unit emphasizes the sacredness of life and the sacramentality of all creation through an examination of the creation story. The foundation of this unit is the analysis of the creation accounts of Genesis through an understanding of Hebrew cosmology. The questions of how science informs faith and faith informs science are explored to further understand the sacredness of life in the creation account. Informed by the tension between faith and science students are strongly encouraged to act as faithful stewards of creation. Images of God and Jesus lead students to an appreciation of God’s love for them in the Incarnation. Acknowledging that all life is sacred and that they are created by God, students will value their self-worth, femaleness /maleness, and sexuality as gifts.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1e, 1f, 3a, 6b, 7d, 7i.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.01, SCV.03, SCV.02, SCV.04, SCV.05, SCV.06, PFV.02, PFV.09, PFV.06, PFV.05, MDV.01, MDV.10, MDV.07, PSV.05, PSV.07, PSV.09, PSV.01, FLV.01, FLV.02, FLV.06, FLV.07, FLV.05, FLV.12, FLV.09, FLV.03, FLV.13.

Specific Expectations: SC1.06B, SC1.03B, SC1.04B, SC3.02B, SC4.04B, PF1.03B, PF3.02B, PF4.01B, PF2.03B, MD1.06B, MD4.03B, MD1.04B MD4.06B, MD4.02B, PS1.03B, PS1.06B, PS2.02B, PS4.06B, FL1.03B, FL2.04, FL4.02B, FL2.03B.

Unit 3: Called to Love

Time: 22 hours

Description

This unit explores the biblical foundations of covenant. Students are encouraged to apply the Ten Commandments and Beatitudes to their own lives. The theme of relationships provides the focus for a discussion of covenant in the lives of students. 1 Corinthians 13 is used as the framework for examining healthy and broken personal relationships. Students explore the importance of healing and reconciling broken relationships.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1c, 1f, 1i, 1j, 2a, 2b, 2e, 3c, 3d, 6b, 7b, 7f.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.01, SCV.03, SCV.02, SCV.05, SCV.06, PFV.01, PFV.02, PFV.05, PFV.06, MDV.01, MDV.11, MDV.10, MDV.09, MDV.04, MDV.06, , MDV.07, MDV.08, PSV.02, PSV.03, PSV.06, PSV.07, PSV.08, PSV.09, PSV.01, FLV.01, FLV.02, FLV.06, , FLV.07, FLV.05, FLV.10, FLV.12, FLV.09, FLV.11.

Specific Expectations: SC1.06B, SC1.04B, SC2.02B, SC2.03B, SC3.01B, PF1.01B, PF1.07B, PF2.02B, PF3.01B, PF1.03B, PF2.03B, PF4.01B, MD1.03B, MD2.06B, MD1.07B, MD4.02B, MD1.06B, MD1.01B, MD1.05B, MD2.07B, MD2.03B, MD2.04B, MD2.02B, MD2.05B, MD1.02B, MD3.03B, MD4.01B MD4.03B, MD1.04B, MD4.06B, PS1.04B, PS3.01B, PS3.02B, PS4.07B, PS1.06B, PS1.03B, PS1.01B, PS2.02B, PS4.06B, FL4.02B, FL1.02B, FL2.05, FL1.06B, FL1.06B, FL2.04, FL4.04B, FL2.03B, FL1.03B.

Unit 4: Called to Freedom

Time: 19 hours

Description

This unit examines the journey, both personal and societal, from slavery to liberation. Students explore the scriptural journey of Exodus and identify God who is active in human history and desires to be known both personally and communally. Jesus' temptations and miracles poignantly show how life-affirming choices lead to freedom. Students understand the importance of the formation of conscience in making choices that liberate. Students investigate negative societal messages that can limit personal freedom and development. Body image and eating disorders are examined as concrete examples. An understanding and celebration of Eucharist aids students in recognizing this sacrament as the ultimate act of liberation.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, 1b, 1f, 1i, 2a, 3e, 4a, and 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.01, SCV.03, SCV.02, SCV.05, SCV.06, PFV.02, PFV.06, PFV.09, MDV.01, MDV.09, MDV.11, MDV.10, MDV.07, FLV.01, FLV.06, FLV.07, FLV.02, FLV.09, FLV.12, FLV.08, FLV.03, PSV.10, PSV.01, PSV.02, PSV.03.

Specific Expectations: SC1.06B, SC1.04B, SC2.02B, SC2.03B, SC2.01B, SC3.01B, SC4.02B, SC4.04B, PF1.01B, PF1.07B, PF1.08B, MD1.09B, PF1.04B, PF1.03B, PF4.01B, PF2.02B, PF2.03B, PF3.01B, PF4.01B, MD1.03B, MD2.06B, MD2.04B, MD4.02B, MD1.06B, MD1.01B, MD2.01B, MD3.03B, MD2.07B, MD2.03B, MD2.05B, MD2.02B, MD4.03B, MD1.04B, MD4.06B, MD4.01B, PS3.01B, PS1.01B, PS1.06B, FL2.01B, FL1.02B, FL2.04, FL1.04B, FL1.01B, FL2.01B, FL4.02B, FL2.03B, FL1.03B.

Unit 5: Called to Action

Time: 19 hours

Description

This unit establishes Baptism, Confirmation and Eucharist as the sacramental basis for discipleship. Students understand that discipleship follows from Christian vocation; it is a call to take on the attitude of Christ and a moral imperative for action. A scriptural examination of Jacob, the twelve tribes of Israel, the prophets Isaiah and Micah, the call of the Apostles, the parables, the washing of the feet, Jesus' instruction to Peter to "feed my lambs," and other related accounts lead to a thorough understanding of the concept of discipleship. Mary is examined as the model disciple. Students examine a modern day call to discipleship by responding with care and compassion to the sensitive issues surrounding STDs/HIV/AIDS. These issues include the transmission and the prevention of these diseases and the care given to people living with them.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE 1d, 1f, 2a, 4c, 5c, 5d, 6e, 7e.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.03, SCV.02, SCV.06, PFV.02, PFV.05, PFV.08, PFV.09, MDV.01, MDV.04, MDV.10, MDV.07, PSV.02, PSV.03, PSV.09, PSV.01, FLV.01, FLV.02, FLV.06, FLV.07, FLV.05, FLV.12, FLV.13, FLV.09, FLV.14.

Specific Expectations: SC1.04B, SC4.01B, SC4.03B, PF1.01B, PF1.07B, PF2.02B, PF1.04B, PF4.01B, PF3.01B, MD1.03B, MD1.01B, MD2.04B, MD1.02B, MD4.03B, MD4.06B, MD4.02B, MD1.04B, PS1.06B, PS3.01B, PS1.01B, PS3.01B, PS3.02B, FL1.07B, FL1.06B, FL2.03B, FL1.03B.

Unit 6: Called to Transformation

Time: 19 hours

Description

This unit identifies the Paschal Mystery as the basis of the Christian faith. Through an examination of the elements of youth culture students identify the value of making choices of life over death. Students critique societal messages, which encourage them to embrace consumerism and objectify human persons. Students examine sexual abuse and harassment as concrete issues exemplifying the need to transform society. Students will view Jesus' life, death, and resurrection as an invitation to find meaning, hope, and life in their relationships and experiences.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, 1d, 1f, 1j, 2a, 3a, 4a, 5e, 6b, 7b, 7d.

Strand(s): Scripture, Profession of Faith, Christian Moral Development, Prayer and Sacramental Life, Family Life

Overall Expectations: SCV.02, PFV.02, PFV.05, MDV.06, MDV.01, MDV.10, MDV.07, PSV.06, PSV.08, PSV.09, PSV.01, FLV.01, FLV.02, FLV.06, FLV.07, FLV.02, FLV.05, FLV.12, FLV.09.

Specific Expectations: FL2.03B, FL1.04B, FL2.02B, FL2.05B, FL2.09B, FL4.06B, MD1.05B, MD2.05B, MD3.03B, MD4.06B, MD4.02B, PF4.01B, PS1.03B, PS1.06B.

Strategies and Resources

Instructional Strategies

Brainstorming – group generation of initial ideas expressed without criticism or analysis.

Case Study – investigation of real and simulated problems.

Conferencing – student-to-student discussion or student-to-teacher discussion.

Independent Study – students explore and research a topic of interest.

Jigsaw – specialized group learning followed by home group sharing.

Carousel

Assessment Strategies

Personal Communication

- journals/conferencing logs
- self-assessment
- student-teacher conference

Paper and Pencil Tests

- unit tests (knowledge)
- mid-term and final exams

Observation

- formal/informal

Performance Assessment

- debate
- liturgy
- presentation
- portfolios

Main Resources

Print

Bible

Be With Me

Turning Points

Catechism of the Catholic Church

Concordance

Biblical Commentary

Videos

Rudy

Lion King

Jesus of Nazareth

Note: Public performance rights must be secured from the copyright holder, for all feature films used in whole or in part as classroom learning resources.

Computer Software

NRSV and Concordance

Catechism of the Catholic Church

Web Sites

*Refer to next few pages.

Texts

- CCCCB. *Be With Me*. Ottawa: Publications Service, 1997.
- CCCCB. *Catechism of the Catholic Church*. Ottawa: Publications Service, 1994.
- CCCCB. *Roots: Finding Strength in Biblical Tradition Part 1*. Ottawa: Publications Service, 1992.
- CCCCB. *Roots: Finding Strength in Biblical Tradition Part 2*. Ottawa: Publications Service, 1992.
- Introduction to the Bible*.
- Koch, C. *The Hebrew Scriptures*. Winona, Minnesota: St. Mary's Press, 1990.
- Kohlenberger III, John R. Ed. *The Concise Concordance to the New Revised Standard Version*. Oxford: University Press, 1993.
- Laroque, Lorraine M., Waner, James M., and Zuleger. Rev. Donald M. *Christian Scriptures*. Villa Maria, Pennsylvania: The Centre for Learning, 1988.
- Link, M. *Path Through Scriptures*. Allen, Texas: Tabor Publishing, 1987.
- Bick, M. *Preparing to Celebrate in Schools*. Ottawa: Novalis, 1996.
- Ministry of Education Curriculum Planner Teacher Guide. ESL/ESD Guide.*
- Ministry of Education Curriculum Planner Teacher Guide. Special Education Guide.*
- Ministry of Education Curriculum Planner Teacher Guide. Teacher Learning Strategies.*
- Ministry of Education Curriculum Planner Teacher Guide. Assessment Guide*
- New Revised Standard Version Bible*. Oxford: University Press, 1989.
- OCCB. *Turning Points*. Toronto: Prentice Hall Ginn, 1997.
- O'Connor, F. *Documents of Vatican Council II*.
- Waterloo Catholic District School Board. *Authentic Assessment for Outcome Based Learning*. Kitchener: Waterloo Catholic District School Board, 1996. Contact Sandra Collins, 519-578-3660, Ext. 395.
- Waterloo Catholic District School Board. *Authentic Assessment: Rubrics*. Kitchener: Waterloo Catholic District School Board, 1996. Contact Sandra Collins, 519-578-3660, Ext. 395.
- Wilkens, R., and J. Arnett. *Christian Life Choices*. Toronto: Harcourt Brace, 1995.
- Zanzig, T. *Jesus of History, Christ of Faith*. Winona, Minnesota: St. Mary's Press, 1986.

Videos

- Fern Gully*. Videotape. Dir. Bill Kroyer. Fox, 1992.
- Inherit the Wind*. Videotape. Dir. Stanley Kramer. MGM/UA, 1960.
- Jesus of Nazareth*. Videotape. Dir. Franco Zeffirelli. MCA Home Video, 1977.
- In the Beginning*. . . (animated series – Adam and Eve; Noah's Ark; Abraham's Sacrifice; David and Goliath; The Ten Commandments; The Birth of Jesus). CCC of America, 1995.
- Lion King*. Videotape. Disney, 1994.
- Moses*. Videotape. Dir. Giofranco De Bosio. MCA Home Video, 1992.
- Oh God*. Videotape. Dir. Carl Reiner, Warner Brothers, 1977.
- Rudy*. Videotape. Dir. David Anspaugh. Columbia, 1993.
- The Bible*. . . *In the Beginning*. Videotape. Dir. John Huston. MGM/UA, 1966.
- The Green Quiz*. Videotape. Dir. David Suzuki, (from *The Nature of Things*). CBC, 1993.
- The Ten Commandments*. Videotape. Dir. Cecil B. DeMilles. Paramount, 1956.
- Note:** Public performance rights must be secured from the copyright holder for all feature films used in whole or in part as classroom learning resources.

Computer Software

Catechism of the Catholic Church

Family Bible Collection

NRSV – Concordance

Social Teachings of the Church

The Holy Land

Web Sites

Archdiocese of Toronto: Office of Catholic Youth

<http://web.idirect.com/~youth>

events and sample prayer services

BC Education: Special Education Branch

<http://www.bced.gov.bc.ca/specialized/gifted/strategies.html/>

<http://bible.gospelcom.net>

multiple versions of the Bible in seven languages

Catholicism on the Web – Links

www.mispress.com/catholicism

Canadian Catholic Organization for Development and Peace

www.devp.org

Canadian Conference of Catholic Bishops –

links www.cccb.ca

Catholic Information Centre on Net

www.catholic.net

Centre for Learning – listing of books, lesson plans, teacher’s bulletin board

ww.centerforlearning.org.

Gifted Resource Home Page

<http://.eskimo.com/~user/kids.html>

Contains links to many online gifted resources including ERIC resources on gifted education, publications for gifted and talented, mailing lists, conferences and other events, pen pals, enrichment programs, talent searches.

Vatican Documents

www.vatican.va.

Evaluation of Student Achievement

A variety of assessment methods will be used including observation, reflection, conferencing, paper and pencil testing and performance assessment. Units include checklists, rubrics, reflection logs, quizzes, portfolios and a host of other assessment instruments which are identified in each unit and in the various activities.

70% of the final grade will be determined by the teacher in reviewing the cumulative evidence provided by the student over the full course. The teacher will determine the student's most consistent overall level of achievement with appropriate consideration of the student's more recent performances. 30% of the final grade will be based on student achievement on the final evaluation activities.

The final evaluation for the course is a tri-part portfolio. Each of the sections in the portfolio is labelled 'access', 'process', and 'product'. Information throughout the course is placed in the portfolio in the appropriate section to enable the student to complete the culminating activity product for the course. This is their personal salvation history and comprises 20% of the final evaluation. The other 10% consists of a paper and pencil assessment.

Portfolio Sections:

Access - contains examples of the student's ability to identify, gather, and investigate relevant materials and information to demonstrate research skill development

Process- contains examples of the student's ability to analyze, synthesize, evaluate, predict and hypothesize to demonstrate the development of inquiry/thinking skills

Product- contains examples of the student's ability to apply, integrate and transfer knowledge, skills and values to produce materials that demonstrate achievement of curriculum expectations

Throughout the course the teacher will encourage students to add work to their portfolios. The sections are intended to be flexible so as to provide the student with a wide range of collected data to help in completing the final product.

Based on the expectations for the course, assessment and evaluation attempt to adhere to the percentages denoted below as a guide.

Sample:

Knowledge/Skill	Category Weighting %
Knowledge and Understanding	30
Thinking and Inquiry	25
Communication	15
Application and Making Connections	30

Additional Information

Course Notes

1. The primary text for this course is *Be With Me*.
2. The timelines suggested for each of the activities in this course are meant to be a guide. It may be that some options are more relevant than others based on the needs of the students and the composition of the group. The teacher is encouraged to make professional judgements and adjust the timelines wherever he/she deems appropriate.
3. Issues of 'bias' and 'inclusion' should be addressed wherever appropriate throughout the course.
4. The course profile is a sample and is intended to be an exemplar. The teacher may substitute any other pertinent and relevant information that he/she feels will benefit the students.
5. In the parts of this document where unit activities are fully explained, the following symbol (❖) is used to identify the specific expectations to be formally assessed.

OSS Policy Applications

- This is an open course and provides students with the equivalent of one credit.
- There may be opportunities in the course for students to reflect on some of the 40 hours of required community involvement.
- Some of the decision-making models presented in this profile may be integrated with the work done through the Teacher Advisor System.

Course Evaluation

Teachers will evaluate the effectiveness of this course through the use of critical feedback offered by students, parents, and colleagues. They will also engage in a personal reflection exercise to determine the effectiveness of their activities, instructional strategies, and assessment instruments in helping students to meet the curriculum expectations and the Ontario Catholic Graduate Expectations.

Sample Assessment Tools Appendix

Note: Appendix content is appropriate for all six units of study.

Writing a Quality Rubric

Student Name:						
Name(s) of Partner(s):						
Peer Evaluator(s):						
	Self/Group		Peer		Teacher	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.	We created our rubric to match a specific essential or program outcome identified for the outcomes-based activity.					
2.	We developed our rubric as both a teaching and assessment tool.					
3.	We listed criteria in our rubric consistent with a high standard of achievement.					
4.	We listed the criteria in an appropriate order to guide learners to the quality demonstration of the outcome.					
5.	We targeted our rubric to a specific audience of learners.					
6.	We stated our quality criteria such that it was clear and understandable to learners.					
7.	We used a variety of verbs to express and clarify criteria.					
8.	We formatted our rubric in statement form.					
9.	We included either the pronoun “I” or “we” in our rubric statement.					
10.	We stated our rubric in a positive tone.					

Taken from: *Authentic Assessment Rubric*
Waterloo Catholic District School Board, 1996

Oral Presentations

CRITERIA	L1 (0-2.5)	L2 (3)	L3 (3-5)	L4 (4-5)
SECTION A: PREPARATION AND ORGANIZATION				
We organized materials, notes and equipment in advance.				
We introduced and presented ourselves and/or our topic appropriately.				
We presented our material knowledgeably with minimal reference to notes.				
We completed the research components specified for our presentation.				
Section Total:				/5
SECTION B: DELIVERY				
We “grabbed” and maintained the attention of our audience (e.g., changing pitch and tone of voice).				
We maintained eye contact with our audience.				
Our gestures were natural and unaffected.				
We targeted our presentation to a specific audience.				
We spoke loudly and clearly with enthusiasm.				
We varied the pace of our presentation including variations in speech (e.g., pause for effect).				
Section Total:				/5
SECTION C: ORAL LANGUAGE STRUCTURES AND VOCABULARY				
We used proper terminology when presenting ideas.				
We presented our materials in an organized, logical and thoughtful manner.				
We used proper English grammar and avoided slang.				
Section Total:				/5
SECTION D: QUESTIONING				
We responded accurately to questions and unexpected situations using relevant information.				
We answered questions in an organized and logical manner.				
We responded to questions using complete, grammatically correct sentences.				
Section Total:				/5
COMMENTS:				
TOTAL				/20

Reflecting on My Journal Writing

	YES	NO
1) I spent some quality time reflecting before I started to write my journal.	<input type="checkbox"/>	<input type="checkbox"/>
2) I have fully expressed my thoughts and feelings about this topic by providing detailed examples.	<input type="checkbox"/>	<input type="checkbox"/>
3) I have expressed my thoughts and ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>
4) I have met the minimum one page requirement.	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Comments:

Debate Organizer

Issue: _____

TOPIC:		TOPIC:	
POINTS FOR	POINTS AGAINST	POINTS FOR	POINTS AGAINST
My Final Thoughts		My Final Thoughts	
TOPIC:		TOPIC:	
POINTS FOR	POINTS AGAINST	POINTS FOR	POINTS AGAINST
My Final Thoughts		My Final Thoughts	

Self-assessment Debate Rubric

NAME:

CATEGORY	YES	NOT YET
I researched in preparation for the debate.		
I listed my research in point form.		
I used my point form notes to express my position clearly and concisely on index cards.		
I used terminology accurately.		
I listened to others and responded to their arguments in a positive manner.		
I demonstrated tolerance of alternative viewpoints.		
I supported my point of view when questioned with well-thought-out responses.		
I completed the <i>debate organizer</i> .		
Comments:		

Reflection for Portfolio Entries

I Chose This Piece Because. . .	
One Important Thing I Learned From This Activity Is . . .	
One Thing I Would Do Differently Next Time Is . . .	
Date of Entry:	Name:

Taken from: Eastern Ontario Catholic Curriculum
*Cooperative Portfolio Assessment:
A Practical Guide For Teachers*, 1995.

Religious Education Portfolio Rubric

NAME: _____

	10-8 (Level 4)	7 (Level 3)	6 (Level 2)	5 (Level 1)	4-0 (Incomplete)	Marks
Completeness and Organization	All items are completed and organized	Most items are completed and organized	Some items are completed and organized	Few items are completed and organized	2-3 items are incomplete and not organized	_____ 10
Neatness	All items are neatly written with some containing extra attention to detail or artistic enhancement	Most items are neatly written with some containing extra attention to detail	Most items are neatly written; some are messy or difficult to read	Most items are difficult to read	All items are difficult to read; pages are crumpled or torn	_____ 10
Creativity and Originality	All items demonstrate creativity and originality	Most items demonstrate creativity and originality	Some items demonstrate creativity and originality	Few items demonstrate creativity and originality	No items demonstrate creativity and originality	_____ 10
Correctness of Answers	All work follows instructions and completes the assigned task	Most work follows instructions and completes the assigned task	Some work follows instructions and completes the assigned task	Work is partially completed or is missing information	Work does not follow instructions and is incorrect.	_____ 10

<p>Comments:</p> <p>Teacher's Signature:</p>	<p>Final Evaluation</p> <p>teacher 1 self total</p> <p>_____ + _____ = _____ = %</p> <p>40 (x2) = 80 40 120</p>
<p>Parent/Guardian Comments:</p> <p>Parent/Guardian Signature:</p>	

Taken from: Eastern Ontario Catholic Curriculum
*Cooperative Portfolio Assessment:
 A Practical Guide For Teachers, 1995.*

Coded Expectations

Scripture

Overall Expectations

By the end of Grade 9, students will:

SCV.01

- explain the relationship between Scripture and Divine Revelation (CCC §51-141);

SCV.02

- demonstrate knowledge of major stories and events in Scripture (the Sermon on the Mount, the Sinai covenant), and discuss the Christian faith with reference to these passages;

SCV.03

- explain how the message of Scripture informs and challenges society (CCC §1878-1939);

SCV.04

- describe the development of oral and written traditions in Scripture using historical, literary and critical approaches;

SCV.05

- demonstrate a familiarity with and an ability to retell key biblical narratives (the Sermon on the Mount, the Sinai covenant) that illustrate God's faithful relationship with a chosen people and the community's response to this relationship;

SCV.06

- express connections between the relationships described in biblical events and their own life experiences.

Specific Expectations

Knowledge/Understanding

SC1.01B

- demonstrate an understanding of Sacred Scripture as divinely inspired literature, the word of God expressed in human terms;

SC1.02B

- identify the canon of Sacred Scripture as defined by the Church as 27 books in the New Testament and 46 books in the Old Testament;

SC1.03B

- identify the various types of literature found in Scripture (e.g., poetry, drama, song, lyrics, recorded preaching, myth, saga, parables, fables, stories of calling, stories of heroism and villainy, historical narratives, collections of laws, wisdom literature, epistles, and gospels)

SC1.04B

- demonstrate knowledge of Scripture as a saving history of God's activity in the life of the people of Israel and of the early Christian community;

SC1.05B

- understand that Scripture deals with the ultimate questions of life and offers a religious understanding of these questions based on the formative events in the history of God's people;

SC1.06B

- locate key Scriptural passages (e.g. the Ten Commandments, the Beatitudes);

SC1.07B

- classify the various types of literature in the Bible;

Thinking/Inquiry

SC2.01B

- summarize key stories found in Scripture;

SC2.02B

- critique contemporary values with the teachings found in the Gospels;

SC2.03B

- compare the teachings of the Beatitudes towards living with others with the attitudes of contemporary culture;

Communication

SC3.01B

- communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life.

Application of Gospel Values/Making Connections to Faith and Life

SC4.01B

- show reverence for Christian belief in Scripture as God's living word;

SC4.02B

- attend to Scripture as a guide for moral decision-making in a spirit of discipleship;

SC4.03B

- appreciate Scripture as a spiritual source of strength and prayer for believers;

SC4.04B

- listen to Scripture in order to view realities and events in terms of their eternal significance.

Profession of Faith

Overall Expectations

By the end of Grade 9, students will:

SC3.01B

- communicate a genuine understanding of the Beatitudes and the Ten Commandments, and their relevance to Christian life;

PFV.01

- describe what it means to believe and live in Christ, and name some of the joys and demands involved (CCC §144-165);

PFV.02

- articulate the Christian call to take on the attitude of Christ (CCC §1701-1709, 1716-1724);

PFV.03

- express the meaning that the Incarnation has for the Christian faith (CCC §461-478), and how it shows the sacredness of all that is human;

PFV.04

- realize God's desire to be known and loved through Jesus Christ in the Holy Spirit (CCC §456-460);

PFV.05

- understand the Christian call to life in the community of faith, the Church (CCC §166-175);

PFV.06

- consider how religious faith is shaped by human experience (i.e. one's family, one's culture, one's temperament);

PFV.07

- express what it means to love God through Jesus and his Church (CCC §751-801);

PFV.08

- describe how faith in Jesus Christ challenges his disciples to love and respect others;

PFV.09

- describe Mary as a model of discipleship (CCC §494, 148-149).

Specific Expectations

Knowledge/Understanding

PF1.01B

- recognize discipleship as the call to follow Jesus in word and deed;

PF1.02B

- demonstrate an understanding of how Jesus affirms the dignity of every person;

PF1.03B

- describe how searching and questioning may be avenues to intellectual growth in the area of religious faith;

PF1.04B

- identify how faith means developing a relationship with God;

PF1.05B

- explain how God desires all to know the truth – especially religious truth – and God’s desire to be known through Jesus Christ in the Holy Spirit;

PF1.06B

- articulate what it means to be loved and to love unconditionally;

PF1.07B

- identify true happiness as being faithful to God and true to oneself;

PF1.08B

- define hope as a virtue which keeps us searching for true happiness and which sustains us in times of abandonment and struggle;

PF1.09B

- explore the Christian dimensions of love of God and neighbour as revealed in the discipleship of Mary within the context of popular notions of love;

Thinking/Inquiry

PF2.01B

- consider the relationship between intellect and faith;

PF2.02B

- evaluate how to live in and challenge society based on the model of Jesus;

PF2.03B

- summarize how followers of Jesus are called to love self and others;

Communication

PF3.01B

- acknowledge that the love of God for all people demands justice;

PF3.02B

- express what it means to have a relationship with God through Jesus;

PF3.03B

- articulate ways that faith is reasonable (CCC §154-159);

Application of Gospel Values/Making Connection to Faith and Life

PF4.01B

- respect physical change as integral to God's creation of the human person;

PF4.02B

- respect the unique intellect of each person;

PF4.03B

- appreciate how Jesus models a generous attitude toward others;

PF4.04B

- value the first commandment as a call to place all hope in God and to avoid contemporary forms of idolatry;

PF4.05B

- examine the Christian affirmation of hope for their own lives in the light of the death and resurrection of Jesus.

Christian Moral Development

Overall Expectations

By the end of Grade 9, students will:

MDV.01

- demonstrate a knowledge of how Church teaching informs moral decision-making (CCC §2030-2040);

MDV.02

- understand the role and nature of conscience in moral decision-making (CCC §1776-1794);

MDV.03

- demonstrate the use of Christian moral principles in personal decision-making;

MDV.04

- identify ways that the Beatitudes help us understand the Christian attitude toward being with others (CCC §1716-1724);

MDV.05

- understand that there are morally acceptable and morally unacceptable ways to express any emotion;

MDV.06

- interpret table fellowship, as used by Jesus Christ, for their own lives;

MDV.07

- explain how the Christian concept of society is radically inclusive (CCC §1928-1942);

MDV.08

- explore the Christian dimensions of love of God and neighbour within the context of popular notions of love (CCC §1604, 1622-1629, 2448);

MDV.09

- review and apply the decision-making model of see, judge, act, evaluate;

MDV.10

- understand the nature of sin, both personal and social (CCC §1846-1869);

MDV.11

- explain what makes authority legitimate (CCC §1897-1904).

Specific Expectations

Knowledge/Understanding

MD1.01B

- know that each person has been created with the freedom to shape his or her own relationships;

MD1.02B

- identify ways that the Beatitudes help us understand the Christian attitude toward being with others;

MD1.03B

- explain how humans are social beings responsible for the care of one another in accordance with God's plan;

MD1.04B

- explain how the Christian concept of society is radically inclusive;

MD1.05B

- explore the Christian concept of love, *agape*, as distinct from popular notions of love;

MD1.06B

- demonstrate an understanding of the role of the magisterium in moral decision-making;

MD1.07B

- define chastity and understand why it is a Christian virtue;

MD1.08B

- define forgiveness and identify areas in their life where they are called to forgive;

MD1.09B

- define hope and its role in Christian living;

Thinking/Inquiry

MD2.01B

- recognize legitimate authority within various sectors of society: school, civic, community, Church;

MD2.02B

- perceive the challenge of God's preferential option for the poor;

MD2.03B

- explore and express the qualities of relationships they want to have;

MD2.04B

- summarize stories where Jesus models how to live and challenge society;

MD2.05B

- review the decision-making model of see, judge, act and evaluate;

MD2.06B

- explain the relationship between Christian moral decision-making and love;

MD2.07B

- explain and interpret the fourth commandment as it applies to families;

Communication

MD3.01B

- acknowledge that the love of God for all people demands justice;

MD3.02B

- articulate the Christian call to take on the attitude of Christ;

MD3.03B

- express the value of obedience and name the challenge of and limits to the Christian call to obedience;

Application of Gospel Value/Making Connections to Faith and Life

MD4.01B

- value the sacredness of the human body, regardless of appearance;

MD4.02B

- respect physical change as integral to God's creation of us;

MD4.03B

- value the basic dignity of every person within relationships;

MD4.04B

- respect the Christian affirmation of hope in the light of the death and resurrection of Jesus;

MD4.05B

- apply the decision-making model of see, judge, act and evaluate;

MD4.06B

- identify people who model Christian hope.

Prayer and Sacramental Life

Overall Expectations

By the end of Grade 9, students will:

PSV.01

- use a variety of prayer forms to enrich and express personal and communal spirituality (CCC §2559-2565, 2623-2643);

PSV.02

- listen prayerfully to the call to be loving;

PSV.03

- demonstrate a knowledge of the connections between a life of prayer and the challenge of Christian life in contemporary culture;

PSV.04

- recognize the meaning and implications of the Lord's Prayer for daily living (CCC §2759-2772);

PSV.05

- define the Church's teaching on sacramentality and explain its connection with all of creation (CCC §1113-1130);

PSV.06

- understand the role of sign and symbol in sacramental expression (CCC §1145-1152);

PSV.07

- name and appreciate the fruits of forgiveness;

PSV.08

- define and appreciate the individual and communal significance of sacramental reconciliation and forgiveness (CCC §1440-1470, 1480-1484);

PSV.09

- explore ways prayer nourishes hope;

PSV.10

- define hope and its role in Christian living.

Specific Expectations

Knowledge/Understanding

PS1.02B

- define the Church's teaching on sacramentality and explain its connection with all creation;

PS1.03B

- understand the role of bodily posture and gesture in prayer;

PS1.04B

- understand the role of sign and symbol in sacramental expression;

PS1.05B

- define reconciliation and understand the conditions for reconciliation;

PS1.06B

- demonstrate an understanding of Christian hope and its role in Christian living;

Thinking/Inquiry

PS2.01B

- recognize that the Lord's Prayer describes the relationship between God, self, and others;

PS2.02B

- recognize how reconciliation and forgiveness heals relationships;

PS2.03B

- describe the Our Father as a summary of the Gospel;

PS2.04B

- define the Church's teaching on sacramentality and explain its connection with all of creation;

PS2.05B

- distinguish between reconciliation and forgiveness;

PS2.06B

- explain how the Church enables and facilitates reconciliation;

Communication

PS3.01B

- listen prayerfully to the call to be loving;

PS3.02B

- share their faith with others in the context of religious celebration;

Application of Gospel Value/Making Connections to Faith and Life

PS4.01B

- appreciate the challenge of living a life of prayer in contemporary culture;

PS4.02B

- show reverence for the official prayer forms of the Church;

PS4.03B

- attend to the various uses of prayer within Christian worship;

PS4.04B

- appreciate the power of prayer to nourish hope;

PS4.05B

- use a variety of prayer forms to enrich and express both personal and communal spirituality;

PS4.06B

- give examples of how reconciliation restores people to the community and heals relationships;

PS4.07B

- explore the way prayer nourishes hope.

Family Life

Overall Expectations

By the end of Grade 9, students will:

FLV.01

- examine intellectual growth and ways of learning;

FLV.02

- identify the impact emotions can have on actions and relationships;

FLV.03

- demonstrate an understanding that the human body is sacred (CCC §2520-2527);

FLV.04

- explore the importance of fostering a positive, healthy self-esteem;

FLV.05

- discern personal values in light of gospel values;

FLV.06

- analyze the role of family in society and in the Church (CCC §2201-2233);

FLV.07

- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships;

FLV.08

- examine the concept of legitimate authority (CCC §2234-2243);

FLV.09

- recognize the signs of healthy and unhealthy relationships;

FLV.10

- explain the difference between forgiveness and reconciliation in relationships;

FLV.11

- examine the meaning of the word 'love' in light of the gospel meaning and its use in society;

FLV.12

- analyze sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);

FLV.13

- explore the meaning of conjugal fecundity (CCC §2366-2379);

FLV.14

- describe symptoms and treatments of major sexually-transmitted diseases.

Specific Expectations

Knowledge/Understanding

FL1.01B

- recognize that a wide range of emotions influence personal decisions, actions, and relationships;

FL1.02B

- recognize the importance of a healthy positive acceptance of self, with strengths and weaknesses;

FL1.03B

- understand the importance of personal freedom in shaping interpersonal relationships;

FL1.04B

- recognize authentic authority as worthy of honour and respect;

FL1.05B

- demonstrate a knowledge and understanding of and respect for the sacred gift of human fertility;

FL1.06B

- know the meaning of responsible sexual expression in the light of the virtue of chastity;

FL1.07B

- describe symptoms, treatments and prevention of major sexually-transmitted diseases including HIV/AIDS, and their effect on human fertility and life;

Thinking/Inquiry

FL2.01B

- describe and analyze aspects of intellectual growth;

FL2.02B

- discern their personal values and reality in relationship to the love revealed by Jesus;

FL2.03B

- describe the Christian family as the basis of society and as domestic Church;

FL2.04B

- compare the signs of healthy and unhealthy relationships;

FL2.05B

- appreciate the relational meaning of God's gift of sexuality;

Communication

FL3.01B

- articulate the meaning of love and infatuation with respect to contemporary understandings and the gospel;

Application of Gospel Value/Making Connections to Faith and Life

FL4.01B

- evaluate emotions in the light of good or evil actions;

FL4.02B

- demonstrate a respect for the human body, in light of the sacredness of human life created by God.

FL4.03B

- appreciate the value of forgiveness and the reconciliation that heals relationships;

FL4.04B

- develop decision-making and assertiveness skills which protect and promote chastity;

FL4.05B

- respond with awareness and Christian compassion to the HIV/AIDS crisis.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life...** “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

-
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
 - CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.